DOCUMENT RESUME

ED 384 770 CE 069 454

AUTHOR	Turlington, Anita J.
TITLE	The PACE Guide to Area Business Speakers. PACE "How To" Handbooks for Tech Prep.
INSTITUTION	Partnership for Academic and Career Education, Pendleton, SC.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Sep 94
NOTE	30p.; For related documents, see CE 069 278-281 and CE 069 453-458.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Guides; Intermediate Grades; *Material Development; Middle Schools; *Public Speaking; School Business Relationship; Secondary Education; *Technology Education; *Tech Prep; Two Year Colleges
IDENTIFIERS	*Guest Speakers; *Partnership for Academic and Career Education SC

ABSTRACT

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials/projects/programs developed by Partnership for Academic and Career Education (PACE) consortium members, explains how to develop a guide to area business speakers. Background information on the PACE consortium is presented. Discussed next are the purpose and content of the PACE "Guide to Area Business Speakers," which includes a compilation of PACE area business and industry representatives willing to participate in tech prep program-related activities and tips for teachers, counselors, and speakers. Presented next is information on the following topics: the role of speakers' guides in advancing tech prep initiatives, types of information and individuals to include in a speakers' guide, steps in contacting prospects, and use of speakers' guides by teachers and counselors. A suggested timeline for developing a speakers' guide is included. Appendixes constituting approximately 60% of this document include the following: excerpts from the PACE guide; sample data sheet, speaker reminder card, and dissemination letter; and initial mailing sent to potential PACE speakers (including topic suggestions and background information on tech prep and on the PACE consortium's tech prep program). (MN)

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PACE "How To" Handbooks for Tech Prep

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The PACE Guide to Area Business Speakers

by
Anita J. Turlington
Dissemination Coordinator

CE069454

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Partnership for Academic and Career Education (PACE)
P.O. Box 587, Highway 76
Pendleton, SC 29670
803•646•8361, extension 2107

September 1994

This material was produced with grant funds awarded to PACE/Tri-County Technical College by the U.S. Department of Education. The opinions and information presented herein do not necessarily reflect the positions or policies of the United States Department of Education, and no official endorsement should be inferred.

PACE "How-To" Handbooks: Guide to Area Business Speakers

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PACE "How-To" Handbooks: Guide to Area Business Speakers

Introduction

PACE "How-To" Handbooks are developed through funding by one of nine model Tech Prep Demonstration grants awarded by the U.S. Department of Education. The two-year grant provides funds for specific dissemination and technical assistance activities. The official name of the federal program through which the grant was awarded is the "U.S. Department of Education Demonstration Projects for the integration of Vocational and Academic Learning Program (Model Tech Prep Education Projects)". The grant is administered locally through Tri-County Technical College in Pendleton, SC. The handbooks are intended for Tech Prep practitioners to use in order to replicate successful materials, projects or programs that have been developed by PACE Consortium members.

PACE (The Partnership for Academic and Career Education), established in 1987, is a business and education consortium involving the seven school districts of Anderson, Oconee and Pickens counties, local businesses and industries, the Anderson County and Oconee County Business and Education Partnerships, Tri-County Technical College, Clemson University/College of Education, The Career and Technology Center, and the National Dropout Prevention Center at Clemson University. A coordinating board provides leadership for implementing Tech Prep programs in the 16 high schools, 4 career centers, and 1 technical college in the PACE Consortium service area. A small administrative staff, housed on the campus of Tri-County Technical College, provides assistance and support to all participating schools.

This handbook will first describe the PACE **Guide to Area Business Speakers** and then answer the following questions:

- How can a speaker's guide advance a school's (or school district's) Tech Prep initiative?
- Who should be included in a speaker's guide?
- How can prospects be contacted?
- What kind of information should be included?

- How can teachers and guidance counselors use a speaker's guide?

A timeline is also included for assembling, publishing and distributing a similar guide.

The PACE Guide to Area Business Speakers

Appendix A of this handbook contains the cover and first few pages of the PACE Speakers Guide. Published for the first time in February 1990, the guide is distributed annually to principals, guidance counselors and librarians of every high school, junior high school and middle school in the PACE consortium as well as numerous elementary schools. In addition, copies are distributed to career center directors, school district staff development coordinators and any other faculty or staff who request copies.

The Guide is a compilation of PACE area business and industry representatives who are willing to give time to local schools by participating in career-related activities in the classroom or as part of a career day. Speakers choose the topics they are willing to address from those listed on the data sheet that they fill out, which is then included in the guide. Prospective speakers also indicate whether or not they are willing to host shadowing experiences for students or student tours. A sample copy of the data sheet is included in Appendix B of this handbook. An additional feature of the guide is another list that organizes the speakers in the guide based on the high school they attended. This list can be used by teachers or counselors who wish to invite alumni from their school to talk with students or who wish to begin an alumni program. This listing is included in Appendix C of this handbook.

The Guide contains sections listing suggestions for teachers, counselors and speakers to ensure a satisfactory experience for all individuals involved. In addition, it is color-coded so that speakers from various categories can be easily identified by users. The color-coding is based on the cluster areas used in PACE area high schools:

- manufacturing and technical areas (yellow),
- health-related areas (pink),
- business (grey),
- public service (green).

Questions and Answers about Developing a Speakers Guide

How can developing a speakers guide advance a school's (or school district's) Tech Prep initiative?

An important goal of the Tech Prep initiative nationwide is to promote more interaction between educators and business/industry representatives. Better communication between these partners will benefit students greatly as educators learn up-to-date information about requirements for the changing workplace and business representative understand better the challenges that educators face in the classroom.

In addition, students who may take information that comes from teachers and counselors for granted are more likely to pay attention to that same information when it is delivered by a potential employer. Therefore, business speakers can be a very motivational influence on apathetic students. And by hosting shadowing opportunities or student tours, business representatives can provide a real "eye-opening" experience for students to dispel some of the myths that students tend to believe about the nature of work and the current workplace.

A spin-off of improved communication between teachers and business partners is curriculum collaboration. Once classroom teachers become excited about the concept of applied academics, many will search for local applications and projects that they can introduce in their classrooms. Developing these local applications must begin with access to business/industry representatives with the necessary expertise.

A speakers guide, then, offers a number of possibilities for advancing a local Tech Prep initiative primarily through strengthening the ties between educators and their partners in business and industry.

Who should be included in a speakers guide?

The objective, when assembling a collection of area business and industry representatives, is to balance the number of speakers in each area so that each of the cluster areas is well-represented. In addition, different careers within one cluster area should be represented (instead of, for example, including only nurses in the health-related cluster). And the most helpful and useful speakers guides include a mixture of employees at different levels--some in management, some in production and some in mid-level careers--so teachers and counselors will have access to

individuals in careers that utilize varied skill levels and educational backgrounds.

How can prospects be contacted?

Typically, some prospects will come to mind immediately because they have already been involved in similar activities and have demonstrated their willingness to participate again. In order to garner enough volunteers to assemble a speakers guide, however, the best method is to do an extensive mailing like the one included in Appendix D of this handbook.

For the PACE Speaker's Guide, prospects are identified from industry lists provided by Tri-County Technical College's Co-op Director, individual contacts through PACE activities, and Tri-County's alumni database. The mailing to identify prospective listings in the guide ranges from 200-250 each time a new edition is assembled. **One important note:** often, the people who volunteer to participate in a speakers guide are individuals in the human resource development department. However, students need to hear from other employees as well (e.g. technicians). These individuals can most readily be contacted through the alumni association of a community or technical college. Other helpful organizations for this type of information are local community groups like Sertoma and Rotary, and local personnel associations.

What kind of information should be included?

The PACE **Guide to Area Business Speakers** is composed of data sheets that are completed by prospective speakers. A sample data sheet included in Appendix B of this handbook shows the information requested. Prospective speakers are asked to provide the following information:

- name
- office telephone number
- high school from which they graduated
- title
- name of company
- company address
- description of company's service or product manufactured
- preference for speaking times
- topics they are willing to address
- other activities in which they are willing to participate.

How can teachers and counselors use a speaker's guide?

Some suggestions for ways to use a speakers guide or guest speaker include the following:

- Have students use a speakers guide as a resource when they are doing research on a career or career cluster;
- Bring in a guest speaker from a personnel office and take students through the job application and interview process;
- Use a guest speaker from business or industry to illustrate the importance of math, communication, science, critical thinking or teamwork skills;
- Work with a business or industry representative to develop or discuss local applications for academic skills;
- Ask business or industry representatives to participate in career day activities in which they describe their careers and the education and skills necessary in order to be successful;
- Ask business or industry representatives to host tours and discussion opportunities for teachers and counselors in order to educate them about the changing workplace and the importance of communication, math, critical thinking and teamworking skills;
- Ask business or industry representatives to host shadowing opportunities or tours for students.

Suggested Timeline for Developing a Speakers Guide

1. Begin by using resources like the ones listed above to develop a list of prospective speakers for your guide. This step may take you any number of weeks or even months, depending on the ultimate deadline you have set for completion of the project.

2. Once you have a list of prospects, develop a mailing similar to the one included in Appendix D of this handbook. You will want to mail out about twice as many requests as the number of responses that you would like. Remember that you need to include

- a cover letter introducing yourself and your organization and describing the need for the speakers guide;
- a sheet to fill out that is similar to the data sheet included in the PACE initial mailing. Make this as easy to fill out as you possibly can;
- a self-addressed stamped envelope.

Set a deadline of about three weeks for the return of the data sheet.

3. When the deadline passes, if you have not received a good number of responses, send out a reminder card with a new deadline about two weeks away. A sample is included in Appendix E of this handbook.

4. When you have received all the responses you need, work on assembling the data sheets along with introductory material and appendixes. This step will take anywhere from a few days to a few weeks, depending on the availability of clerical staff and the number of responses you have received.

5. After arranging for printing, disseminate the product to appropriate school officials, teachers and guidance counselors. A good idea is to distribute the guide for the first time as part of a staff development activity so that you will have the opportunity to talk directly with practitioners about possible uses for the guide. Appendix F of this handbook contains a sample dissemination letter.

Appendix A
Cover and Introduction
to
PACE Guide to Area
Business Speakers

guide to area business speakers

fourth edition

Published by:
The Partnership for
Academic and Career Education
(PACE)

P.O. Box 587 • Highway 76 • Pendleton, SC 29670
(803) 646-8361 ext. 2107
(1993-1995)

GUIDE TO AREA BUSINESS SPEAKERS ...

A Resource for Teachers and Counselors

(4th Edition)

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Suggestions for Teachers and Counselors in Using Guest Speakers

In order to ensure a satisfactory experience for you, your students, and your guest speaker, the following suggestions may be helpful:

- Follow all school and district policies regarding the use of outside speakers.
- Select a speaker who you feel will properly address issues related to the class and the interests of students. If possible, have students participate in the selection of the speaker. (Students may be more interested in a speaker if they feel they've been involved in the selection process.)
- Call the speaker directly and indicate that you found his/her name listed in the PACE Guide to Area Business Speakers. After you've established the date and time(s) for the visit, send your speaker a written confirmation.
- When you contact the speaker, you might also discuss:
  - —the topics you'd like the speaker to address;
  - —any information about the class, what the students are studying, etc. that would help the speaker understand something about your students and their interests;
  - —whether or not any audiovisual equipment will be needed;
  - —directions to the school and instructions on where the speaker should go when he/she enters the school. (If possible, it might be helpful to reserve a convenient parking space for your speaker, and to have someone meet him/her upon arrival.)
- Prepare your students for the visit by having them read appropriate information in advance. (For example, you might ask the speaker if any material could be provided on his/her company so your students could review it before the visit) or by having students develop questions they'd like to ask the speaker during the presentation.
- Consider preparing an evaluation instrument to gather student reactions. This should provide useful feedback for you and the speaker.
- Check to see that the room for the presentation has been properly prepared. If you are using a large room such as a gymnasium, make sure all students will be able to hear as well as see the speaker. Check to be sure that any requested audiovisual equipment has been properly set up and is in working order.
- Always have a sufficient number of teachers and/or counselors present during the presentation. (This can help your speaker feel more at ease as some first-time speakers may be somewhat apprehensive about addressing student groups.)
- Consider videotaping the presentation to use with other student groups. (Since some people are not comfortable being videotaped, you might want to discuss this possibility in advance with your speaker.)

SUGGESTIONS FOR GUEST SPEAKERS

Visiting a class or student group can, and should be, a very rewarding experience for you and the students! Listed below are several ideas that may be useful to you in preparing for a classroom presentation or discussion.

- When a teacher or counselor contacts you about speaking to a student group, you should mutually agree on the topics for discussion. (Ideally, your comments should address something the students are studying or should involve topics the teacher or counselor wants students to understand.)

- Be sure to ask the teacher or counselor about making arrangements for any audiovisual equipment you might need to have set up and that you know:

  —how to get to the school and where you should park;
  —where you should go when you arrive (usually a guest needs to report to the office first);
  —directions to the room where you'll make your presentation; or
  —whether someone will be available to take you to the meeting room when you arrive.

- If possible, you might offer to send brochures or other materials relating to your company or topic that could be shared with students ahead of time. (This may help to encourage more student participation and involvement when you visit the class.)

- Give the teacher or counselor any additional information you'd like him/her to have about you, or your company, so you can be properly introduced to the students.

- When presenting information it's usually a good idea to give a brief overview of the topics you'll be covering and to leave time to summarize the major points at the end of the presentation.

- Whenever possible, try to use visual aids in your presentation:

  (overhead transparencies, handouts, posters, videos, etc. and include opportunities for students to be actively involved in the presentation. This could be as simple as asking students questions or having them involved in a demonstration.)

- Discuss with the teacher/counselor ways you might receive feedback about your presentation.

- And finally, use this as an opportunity to learn more about your audience—ask questions! Most students will appreciate the opportunity to tell you about themselves.

Appendix B
Sample Data Sheet

DATA SHEET - PACE Speakers Guide (1993-94)

SECTION 1

Name _____ Office Phone _____

Graduate of which high school: _____

Title _____ Company or Agency _____

Company Address _____

Brief description of what your company/agency does: _____

_____

Preference for speaking times: ☐ mornings ☐ afternoons ☐ mornings or afternoons, depending on date requested
☐ prefer to speak for one or two class periods ☐ willing to address up to six class periods (8 a.m. - 3 p.m.), depending on date

SECTION 2

Please check ☑ which topics you would be willing to address:

☐ Information on what's involved in one or more specific mid-level career positions, or other career areas. Please indicate which career areas: _____

☐ Importance of academic skills (math, communications, sciences) to career success and importance of doing well in these classes on the high school and/or college level.

☐ Importance of technical (job-related) skills to career success.

☐ Importance of taking vocational/occupational courses in high school.

☐ Encouraging students to pursue college training after high school and/or benefits of earning a two-year college degree (advantages in being hired and/or qualifying for promotions).

☐ Ways in which your company encourages people to obtain an education (co-op opportunities, full or partial tuition reimbursement).

☐ Importance of problem-solving, teamwork, interpersonal skills, and/or work ethic to career success.

☐ Discussing areas, related to educated/skilled employees, which you believe will be important to local businesses in the future.

☐ Discussing attributes that your company looks for in potential employees.

☐ Discussing the lack of opportunities for high school dropouts (helping students see that dropping out is a "dead end").

☐ Other topics. Please indicate topic area(s): _____

Check ☑ any of the following activities that you would also be willing to do:

☐ Discuss with teachers and/or counselors the possibility of addressing other topics of interest.

☐ Bring handouts, samples of how your employees use English or math skills on the job, videotapes or demonstrations to help students understand one or more careers. Which of the listed items, or others you might think of, would you be willing to bring for class presentations: _____

SECTION 3

Check ☑ any of the following additional activities you would be willing to discuss with interested school officials:

☐ Helping coordinate student tours of your company/agency.

☐ Participating in (or serving as a contact person for) shadowing experiences with selected students.

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Appendix C
Listing of Speakers by High School

INDEX C - Alphabetical by Alma Mater

(Local High Schools Only)

BELTON-HONEA PATH HIGH SCHOOL
Mr. Harold Chapman

D.W. DANIEL HIGH SCHOOL
Mr. Bill Rostron

MCDUFFIE HIGH SCHOOL
Mr. Chris Dickson
Ms. Sheila Hadden

PALMETTO HIGH SCHOOL
Mr. Bob Clardy
Mr. William M. McCuen

PICKENS HIGH SCHOOL
Mr. Cam Underhill

SENECA HIGH SCHOOL
Mr. Keith Long

T.L. HANNA HIGH SCHOOL
Ms. Sheila K. Brown
Mr. Mark Keeney

WALHALLA HIGH SCHOOL
Mr. Mike Garrett
Mr. Bill McAlister
Mr. John M. Powell

WESTMINSTER HIGH SCHOOL
Mr. Ron Lyle

Appendix D
Initial Mailing for the
PACE Speakers Guide

PACE SPEAKERS GUIDE

Additional Information for Speakers

Topic Suggestions

The speaker's Data Sheet enclosed with this packet of materials lists several sample topics from which you may choose. You may also write in additional topics.

Because PACE is working with area schools to develop Tech Prep programs for students who are not currently planning to pursue four-year college degrees, we are particularly interested in speakers who are willing to address one or more of the following topics:

- Opportunities in your business, or your type of business, for persons who have one or two years of college (e.g., an associate degree or two-year college training).
- Importance of finishing high school.
- Descriptions or explanations of specific types of careers with which you are familiar (particularly, but not exclusively, for students with vocational or two-year college training).
- Importance of English (communications), mathematics, science, problem-solving, teamworking, and/or other types of skills in your business or type of work.
- Any other topics that you feel would help middle, junior high, or high school students understand the demands of the workplace, the skills that will be required in the future, or what they can be doing now to better prepare themselves for the world of work.

When teachers or counselors contact you about speaking to their students, they may have a specific topic in mind that they'd like you to address. Any topic which is mutually agreeable to you and the teacher or counselor is acceptable.

Special Topics

Listed in Section III of the speaker's Data Sheet are several additional activities. To help you decide whether or not you are interested in participating in any of these activities, here are some definitions that may be useful:

Shadowing

An activity where a student "shadows" a business professional for a day, or part of a day, to learn more about that person's position, responsibilities, the career field, and/or the company.

Site Visits

A tour of the plant or the business, enabling a group of students to learn more about different jobs, the company, the products manufactured, or the services provided.

If you indicate in Section III your willingness to participate in either one or both of these activities, you may serve as the person coordinating the activity from the business end, or you may simply serve as a liaison person with someone else at your company to help arrange the activity.

Contents of the Guide

On the speaker's Data Sheet, we have included a section in which speakers list their former high schools so that teachers and counselors can indentify alumni of their respective schools. Speakers who are alumni of local schools may receive more requests than speakers who graduated from high schools outside the tri-county area. For the third time, we have included a section on shadowing and site visits. Although school personnel are interested in these events, it can be difficult to arrange activities around class schedules and to provide transportation and appropriate adult supervision. As a result, business speakers may not receive many requests for these events. Also, the guide contains suggestions for teachers and speakers on making each activity a positive experience for all concerned.

Distribution of Guides & How Speakers will be Contacted

The Speakers Guide will be distributed in December to all middle schools, junior high schools, career centers, high schools, and alternative schools throughout Anderson, Oconee, and Pickens counties. Several copies will be sent to each school, as well as to the district offices. Each business participant will also receive a copy of the guide.

You will be contacted directly by the teacher or counselor who is interested in having someone address a class or student group. If you agree to help in shadowing activities or arranging student tours of your business, you may be contacted by a teacher, counselor or school/district administrator.

Number of Requests Speakers May Receive

In past years, some speakers received numerous calls, while others received just a few contacts. (In our suggestions to teachers, we indicate that business people typically have very full schedules. Teachers may have to contact more than one speaker to find someone who can visit classes on the desired dates.)

Evaluation of the Guide

The PACE staff will evaluate the effectiveness and use of the Speakers Guide by surveying a representative sample of school personnel and business participants. We will make modifications in future editions based on the feedback we receive.

Future Editions of the Guide

The PACE staff hopes that the Speakers Guide project will continue to be useful to teachers and counselors and that you will find your participation to be a rewarding experience. If the project continues to be successful, we plan to distribute an updated edition at the beginning of each school year.

If you have questions or would like additional information on any aspect of the Speakers Guide project, please contact Rick Murphy at the PACE Office.
(646-8361, ext. 2381 or 2107)

The Partnership for Academic & Career Education (PACE) & Tech Prep Programs

The PACE Consortium

The Partnership for Academic and Career Education, established in 1987, is a business and education consortium involving the seven school districts of Anderson, Oconee, and Pickens counties, local businesses and industries, the Anderson County and Oconee County Business & Education partnerships, Tri-County Technical College, Clemson University/College of Education, The Career and Technology Center, and the National Dropout Prevention Center at Clemson University.

A coordinating board, chaired by Dr. O. Wray Smith, superintendent of Anderson School District Four, includes 22 top administrators representing all partner institutions and agencies as well as several student representatives. The board provides leadership for implementing Tech Prep programs in the 16 high schools, four career centers, and one technical college in the PACE Consortium service area. A small administrative staff, housed on the campus of Tri-County Technical College, provides assistance and support to all participating schools.

In 1991, the PACE Consortium received the first U.S. Department of Education award for Tech Prep Program Excellence and one of three national awards given by the American Association of Community Colleges. In 1993, PACE received one of nine U.S. Department of Education demonstration grants for model Tech Prep programs.

Why Tech Prep?

The PACE partners believe that Tech Prep (PREParation for TECHnologies) programs can help motivate more young people to finish high school, to complete more challenging academic and occupational coursework, to pursue postsecondary occupational education at least through the associate degree level, and to enter the local workforce with the skills needed to help area businesses compete in a global economy. The PACE partners also believe that Tech Prep provides an important, viable alternative for students who do not plan or prepare for baccalaureate study while in high school.

What is Tech Prep?

Tech Prep is a sequenced, integrated program of academic and occupational studies preparing students to begin rewarding careers in mid-level technology fields—the types of positions for which a high school diploma with vocational training up to and including an occupational associate degree is required for entry and/or advancement. Tech Prep includes rigorous academic study, enhanced and focused occupational coursework, and structured guidance experiences throughout high school and two years of postsecondary education. The program prepares students for careers in the following cluster areas: industrial/engineering technologies, health technologies, business technologies, and human/public service technologies.

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Who is Tech Prep Designed For?

Tech Prep targets primarily high school students in the general education program. (This program historically enrolled up to 50 percent of the total student population and produced the greatest number of school dropouts while providing inadequate preparation for either meaningful employment or postsecondary education.) Because Tech Prep emphasizes strong academic as well as occupational study, high school students in traditional vocational education programs are also considered Tech Prep students. While Tech Prep targets general and vocational education students, it also enables academically gifted students interested in mid-level technology careers to participate while completing baccalaureate admission requirements and advanced academics.

What are the Goals of Tech Prep?

The school districts and the technical college in the PACE Consortium shape the direction of their own Tech Prep programs under the general framework agreed upon by the PACE Coordinating Board and under the guidelines established by the South Carolina Department of Education and the South Carolina Board for Technical and Comprehensive Education. The general goals of Tech Prep programs are to:

- increase the academic preparedness of high school students through rigorous, challenging coursework which may be of an applied nature or which may include traditional college preparatory courses, or a combination;
- increase students' motivation to learn academic concepts in applied courses by stressing relevant, contextual learning experiences that relate theory to "real world" applications;
- provide a coordinated, sequenced series of academic and occupational courses beginning in grade 9, which provide strong, purposeful preparation for meaningful employment and/or postsecondary education;
- motivate more students to complete high school by making their coursework more meaningful and participatory and by helping them set goals in order to transition successfully into the workplace and/or postsecondary education;
- increase students' understanding and use of information technology in order to facilitate their success in school and in the workplace;
- increase students' awareness of mid-level technology careers, as well as their ability to plan for and obtain the skills and abilities required to enter and advance in those fields;
- provide students with learning experiences that integrate academic and occupational study and that blend classroom and work-based learning;
- increase the number of high school graduates who pursue postsecondary education at the associate degree level and beyond;
- provide students with opportunities to earn advanced standing at the postsecondary level in order to save time and/or money in completing an associate degree;

- provide students who have transitioned into a postsecondary environment with integrated, relevant, and engaging learning experiences which blend the classroom and workplace in meaningful ways and are supported by appropriate advising services;

- expand opportunities for postsecondary Tech Prep students to earn advanced standing at four-year colleges in related baccalaureate majors;

- increase the numbers of graduates from two-year college occupational degree programs (i.e., programs with the primary goal of preparing graduates for the workforce) who possess the technical, academic, team-working, and critical thinking skills required by area employers.

What is the Relationship Between Tech Prep and School-to-Work?

Comprehensive Tech Prep programs provide the academic, occupational, and career planning foundation needed for effective School-to-Work (STW) experiences. Students participating in STW blend their classroom learning with structured, yet broad-based, learning experiences in the workplace. School-to-Work includes exploratory activities such as job shadowing, as well as more sophisticated options such as cooperative education, service learning, internships and Youth Apprenticeship. Coordinated by schools, employers, and the technical college, Youth Apprenticeship is typically a four-year program (grades 11-14) providing students with paid work experience, advanced standing at the technical college, continuation of workplace competencies through grade 14, and credentials, including a high school diploma and vocational certificate, an associate degree, and a certificate of mastery for competencies gained at the workplace.

How Many Tech Prep/STW Programs Are There in the United States?

Tech Prep consortia involving public schools and community/technical colleges have been developing throughout the country since the early 1980s. As a result, approximately 1000 Tech Prep programs now exist across the United States (including Puerto Rico and the Virgin Islands), and more are developing every day! Current federal funding for Tech Prep/School-to-Work has helped encourage rapid development of this promising education reform movement across the nation.

For Additional Information...

on the PACE Consortium and the Tech Prep/School-to-Work initiative in Anderson, Oconee, and Pickens counties of South Carolina, please contact:

Ms. Diana M. Walter, Executive Director
Partnership for Academic and Career Education
P.O. Box 587, Highway 76
Pendleton, SC 29670
(803) 646-8361, ext. 2378

(November 1994)

Appendix E
Sample Reminder Card

◆◆◆◆◆ **REMINDER** ◆◆◆◆◆

WE NEED YOUR HELP!

If you have not submitted your data sheet and are willing to participate in the *1994 Guide to Area Business Speakers*, there is still time to do so. Enclosed is another data sheet for your convenience.

If you have any questions concerning the Speakers Guide project, please contact Rick Murphy (646-8361, ext. 2381) or Donna Branham (646-8361, ext. 2107). THANKS!

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Appendix F
Sample Dissemination Letter

Partnership for Academic and Career Education

Anderson, Oconee, Pickens County School Districts
The Career Center
Business/Industry Partners
Anderson County Business & Education Partnership
National Dropout Prevention Center
Clemson University
Tri-County Technical College

May 3, 1994

Ms. Sue W. Baldwin
System Engineer
Duke Power Company-Oconee Nuclear Station
P.O. Box 1439
Seneca, SC 29679

Dear Ms. Baldwin:

Thank you for your willingness to participate in PACE's Speakers Guide project. Enclosed is your copy of the new Guide to Area Business Speakers: A Resource for Teachers and Counselors. Copies of the Guide have also been mailed to the principals at each middle/junior high, high school and alternative school in the tri-county area, and to selected teachers, counselors, vocational directors, and district administrators.

As you will notice, this edition contains some additional information on shadowing and site tours for interested student groups. If you indicated on your data sheet your willingness to assist in a shadowing experience, please read the section for teachers and counselors on "SHADOWING". This should provide you with some additional insights in making a shadowing experience more meaningful.

Initially, our data sheets were dated for the 1993-94 school year, due to a delay in completing the Guide, we continued the data sheet information up to 1995. We are excited about this project and we hope that you'll enjoy the opportunity to share your insights and expertise with area students. We'll contact all the speakers next summer to determine whether or not they wish to continue their participation and to update the Guide for the 1995-96 school year.

Again, thank you for your willingness to participate in this important project. Please feel free to call me if you have questions or comments concerning the Speakers Guide project. Also, if you know of others who would like to participate, please encourage them to contact me at any one of the numbers listed below, extension 2107.

Sincerely,

Donna A. Branham
Office Manager

enclosure

PACE • P. O. Box 587, Highway 76 • Pendleton, South Carolina 29670
Telephone Numbers: (803) 646-8361 • 225-2250 Anderson County • (TDD/VOICE) 1-800-735-2905
882-4412 Oconee County • 859-7033 Pickens County • Extension 2107
FAX # 803-646-8256